**Area of Learning: SECOND LANGUAGES — Mandarin Chinese Grade 5**

**BIG IDEAS**

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| Listening and viewing with intent helps us acquire a new language. |  | Both verbal and **non-verbal cues** contribute meaning in language. |  | **Reciprocal** communication is possible using high-frequency words and patterns. |  | We can explore our identity through a new language. |  | **Stories** help us to acquire language. |  | Each culture has traditions and ways of celebrating. |

**Learning Standards**

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| **Curricular Competencies** | **Content** |
| *Students are expected to be able to do the following:*  Thinking and communicating   * Demonstrate awareness of the relationships between **sounds**, **phonetic representation**, **Chinese characters**, and meaning * Identify key information in slow, clear speech and other **texts** * Comprehend stories * Comprehend high-frequency **vocabulary** in slow, clear speech and other texts * Use **language-learning strategies** * Interpret non-verbal cues to increase understanding * Respond to simple commands and instructions * Participate in simple interactions * **Seek clarification** of meaning * Share information using the **presentation format** best suited to their own  and others’ diverse abilities   Personal and social awareness   * Consider personal, shared, and others’ experiences, perspectives, and worldviews through a **cultural lens** * Recognize First Peoples perspectives and knowledge; other **ways of knowing**, and local cultural knowledge | *Students are expected to know the following:*   * **phonetic systems** * **tonal variations** * commonly used Chinese characters * basic **strokes** and **structure** of Chinese characters   common, high-frequency vocabulary, sentence structures, and expressions, including:   * + simple **questions** and **descriptions**   + basic **information** about self and others   basic commands   * First Peoples perspectives connecting language and culture, including **oral histories**, **identity**, and **place** * Chinese **works of art** * Chinese communities in Canada * common elements of Chinese **cultural festivals  and celebrations** |

**Area of Learning: SECOND LANGUAGES — Mandarin Chinese Grade 6**

**BIG IDEAS**

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| Listening and viewing with intent helps us understand a message. |  | We can explore our identity through a new language. |  | **Reciprocal** communication is possible using high- frequency words  and patterns. |  | **Stories** help us to acquire language and **understand the world** around us. |  | Learning about language from diverse communities helps us develop  cultural awareness. |

**Learning Standards**

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| **Curricular Competencies** | **Content** |
| *Students are expected to be able to do the following:*  Thinking and communicating   * Recognize the relationships between **sounds**, **phonetic representation**, **Chinese characters**, and meaning * Identify key information in slow, clear speech and other **texts** * Comprehend stories * Comprehend high-frequency words and patterns in slow, clear speech and  other texts * Use **language-learning strategies** * Interpret **non-verbal cues** to increase understanding * Respond to questions, simple commands, and instructions * **Exchange ideas** and information, both orally and in writing * **Seek clarification** of meaning using common statements and questions * Share information using the **presentation format** best suited to their own  and others’ diverse abilities   Personal and social awareness   * Consider personal, shared, and others’ experiences, perspectives, and worldviews through a **cultural lens** * Recognize First Peoples perspectives and knowledge; other **ways of knowing**, and local cultural knowledge | *Students are expected to know the following:*   * **phonetic systems** * **tonal variations** * commonly used Chinese characters * basic **strokes** and **structure** of Chinese characters   common, high-frequency vocabulary, sentence structures, and expressions, including:   * + types of **questions**   + **descriptions of others**   + **hobbies and topics of interest**   common **emotions** and states of **physical health**   * First Peoples perspectives connecting language and culture, including **oral histories**, **identity**, and **place** * **cultural aspects** of Chinese communities * Chinese **works of art** * Chinese communities in Canada * Chinese **cultural** **festivals and celebrations** in Canada |

**Area of Learning: SECOND LANGUAGES — Mandarin Chinese Grade 7**

**BIG IDEAS**

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| Listening and viewing with intent helps us understand an increasing variety  of messages. |  | We can explore identity and place through increased understanding of a new language. |  | **Reciprocal** interactions help  us understand and acquire language. |  | **Stories** help us to acquire language  and **understand the world** around us. |  | Knowing about diverse communities helps us develop cultural awareness. |

**Learning Standards**

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| **Curricular Competencies** | **Content** |
| *Students are expected to be able to do the following:*  Thinking and communicating   * Recognize the relationships between **sounds**, **phonetic representation**, **Chinese characters**, and meaning * Comprehend **key information** and supporting details in slow, clear speech and  other **texts** * Comprehend meaning in stories * Use **language-learning strategies** to increase understanding * Follow instructions to complete a task and respond to questions * **Exchange ideas** and information, both orally and in writing * **Seek clarification** of meaning using common statements and questions * Share information using the **presentation format** best suited to their own and  others’ diverse abilities   Personal and social awareness   * Identify, **share, and compare** linguistic and cultural information about Chinese communities * Examine personal, shared, and others’ experiences, perspectives, and worldviews through a **cultural lens** * Recognize First Peoples perspectives and knowledge; other **ways of knowing**,  and local cultural knowledge | *Students are expected to know the following:*   * **phonetic systems** * **tonal variations** * commonly used Chinese characters * basic **parts and radicals**   common, high-frequency vocabulary, sentence structures, and **expressions**, including:   * + types of **questions**   + instructions and **comparisons**   **descriptions of others**   * **common elements of stories** * First Peoples perspectives connecting language and culture, including **oral histories**, **identity**, and **place** * Chinese **works of art** * **cultural aspects** of Chinese communities * Chinese communities around the world |

**Area of Learning: SECOND LANGUAGES — Mandarin Chinese Grade 8**

**BIG IDEAS**

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| Listening and viewing with intent supports our acquisition and understanding of a new language. |  | We can express ourselves and talk about the world around us in a  new language. |  | With increased fluency, we can participate actively in **reciprocal** interactions. |  | We can share our experiences and perspectives through **stories.** |  | **Creative works** are an expression of language and culture. |  | Acquiring a new language and learning about another culture deepens our understanding of our own language and culture. |

**Learning Standards**

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| **Curricular Competencies** | **Content** |
| *Students are expected to be able to do the following:*  Thinking and communicating   * Recognize the relationships between **sounds**, **phonetic representation**, **Chinese characters**, and meaning * Comprehend **key information** and supporting details in **texts** * Comprehend meaning in stories * Use various **strategies** to increase understanding and produce oral and written language * **Narrate** stories, both orally and in writing * **Exchange ideas** and information, both orally and in writing * **Seek clarification and verify** meaning * Share information using the **presentation format** best suited to their own and others’ diverse abilities   Personal and social awareness   * Describe **cultural aspects** of Chinese communities * Describe **similarities and differences** between their own cultural practices and traditions and those of Chinese communities * **Engage in experiences** with Mandarin-speaking people and Chinese communities * Examine personal, shared, and others’ experiences, perspectives, and worldviews through a **cultural lens** * Recognize First Peoples perspectives and knowledge; other **ways of knowing**, and local cultural knowledge | *Students are expected to know the following:*   * **phonetic systems** * **tonal variations** * commonly used Chinese characters * basic **parts and radicals**   common, high-frequency vocabulary, sentence structures, and **expressions**, including:   * + types of **questions**   + **time and frequency**   + reasons for **preferences, emotions, and physical states**   **beliefs and opinions**   * past and present **time frames** * **common elements of stories** * First Peoples perspectives connecting language and culture, including **oral histories**, **identity**, and **place** * Chinese **works of art** * cultural aspects of Chinese communities around  the world |

**Area of Learning: SECOND LANGUAGES — Mandarin Chinese Grade 9**

**BIG IDEAS**

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| Listening and viewing with intent supports our acquisition and understanding of a  new language. |  | Acquiring a new language allows us to explore our identity and culture from  a new perspective. |  | Conversing about things we care about can motivate our learning  of a new language. |  | We can share our experiences and perspectives through **stories**. |  | **Creative works** allow us to experience culture and appreciate cultural diversity. |

**Learning Standards**

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| **Curricular Competencies** | **Content** |
| *Students are expected to be able to do the following:*  Thinking and communicating   * Recognize the relationships between **sounds**, **phonetic representation**, Chinese characters, and meaning * Recognize and produce content-related Chinese characters * **Derive meaning** from speech and a variety of other **texts** * Use various **strategies** to increase understanding and produce oral and written language * **Narrate** stories, both orally and in writing * **Exchange ideas** and information, both orally and in writing * **Seek clarification and verify** meaning * Share information using the **presentation format** best suited to their own and others’ diverse abilities   Personal and social awareness   * Recognize the importance of story in personal, family, and community identity * Describe **similarities and differences** between their own **cultural practices** and those of Chinese communities * **Engage in experiences** with Mandarin-speaking people and Chinese communities * Examine personal, shared, and others’ experiences, perspectives, and worldviews through a **cultural lens** * Recognize First Peoples perspectives and knowledge; other **ways of knowing**, and local cultural knowledge | *Students are expected to know the following:*   * phonetic systems * **Chinese characters, meaning, and structure** * **tonal variations**   commonly used vocabulary, sentence structures, and expressions, including:   * + types of questions   + descriptions of people, objects, places,  and personal interests   + **sequence of events**   needs and opinions   * past, present, and future **time frames** * **elements of common texts** * **common elements of stories** * First Peoples perspectives connectinglanguage and culture, including **oral histories**, **identity**, and **place** * Chinese **works of art** * cultural practices in various Chinese communities * ethics of **cultural appropriation** and plagiarism |

**Area of Learning: SECOND LANGUAGES — Mandarin Chinese Grade 10**

**BIG IDEAS**

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| Listening and viewing with intent supports our acquisition and understanding of  a new language. |  | **Stories** give us unique ways to understand and reflect on meaning. |  | Expressing ourselves and engaging in conversation in a new language require courage, risk taking, and perseverance. |  | **Cultural expression** can take many forms. |  | Acquiring a new language provides a unique opportunity to access and interact with diverse communities. |

**Learning Standards**

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| **Curricular Competencies** | **Content** |
| *Students are expected to be able to do the following:*  Thinking and communicating   * Recognize the relationships between **sounds**, **phonetic representation**,  Chinese characters, and meaning * Recognize how **choice of words** affects meaning * Comprehend key information and supporting details in speech and a variety of  other **texts** * Comprehend meaning and viewpoints in stories * Use various **strategies** to increase understanding and produce oral and  written language * **Narrate** stories, both orally and in writing * Interpret non-verbal cues to increase understanding * **Exchange ideas** and information, both orally and in writing * Share information using the **presentation format** best suited to their own and  others’ diverse abilities * **Seek clarification and verify** meaning | *Students are expected to know the following:*   * phonetic systems * **tonal variations** * **Chinese characters, meaning, and structure**   commonly used vocabulary, sentence structures, and expressions, including:   * + types of **questions**   + **activities, situations, and events**   **opinions**   * past, present, and future **time frames** * **elements** **of common texts** * **common elements of stories** * First Peoples perspectives connecting language and culture, including **oral histories**, **identity**, and **place** * Chinese **works of art** * cultural practices in various Chinese communities * contributions of Chinese Canadians to society * ethics of **cultural appropriation** and plagiarism |

**Area of Learning: SECOND LANGUAGES — Mandarin Chinese Grade 10**

**Learning Standards (continued)**

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| **Curricular Competencies** | **Content** |
| Personal and social awareness   * Describe how the cultural identity of China and Chinese communities throughout the world have been shaped by regional, cultural, and linguistic practices * **Engage in experiences** with Mandarin-speaking people and Chinese communities * Recognize the importance of story in personal, family, and community identity * Analyze personal, shared, and others’ experiences, perspectives, and worldviews  through a **cultural lens** * Recognize First Peoples perspectives and knowledge; other **ways of knowing**, and local cultural knowledge |  |